



Transition from Primary to Secondary School

RESOURCE PACK



For Young People
with a Developmental Coordination
Disorder
and their Supporters

Contents

Introduction

Tools

- **All About My New School**
a workbook for the young person to find out information about their new school.
- **All About Me**
recording key facts about the young person and what will help them in the new school, to be completed in partnership between the young person, parents, and teachers.
- **Pen Portrait**
a short profile that can help explain the young person's needs in the classroom situation.
- **New School?? – Solutions!!**
practical solutions for managing at the new school with a list of likely issues for home and school, with 'best organised by' timescales.
Some of these will need agreement with the school and planning will need to start a year in advance. Please refer to the 'Practical Strategy for the School' document, which is part of this pack.
- **Morning and Bedtime Routines**
lists to help organise the young person.

Feedback Sheet – *your comments would be very helpful!*

Introduction

This Transition Pack has been designed to assist young people and their supporters (parents, siblings, relatives, school staff etc.) in moving from Primary to Secondary school, when a Developmental Disorder seems a challenging factor. It is compiled to complement the wider 'Transition Guide' in Highland.



Planning should start at the beginning of P7, even if it is to highlight that extra support will be needed and organise a meeting with the new school. Each young person is individual and thus the solutions will be individual.

This pack contains 'Tools' than can be used, added to or adapted as required, and is designed for ease of use by the young person and should occur in partnership with the schools.

Any change needs preparation and planning in advance to be successful. It is recognised that transition will be more successful if the young person takes an active part in the planning and preparation and the process is in partnership with the school. Success will also depend on strategies and resources continuing in the new school. Lots of praise and encouragement will be vital for the young person in learning to develop their own ways to manage their daily life and become a successful learner.

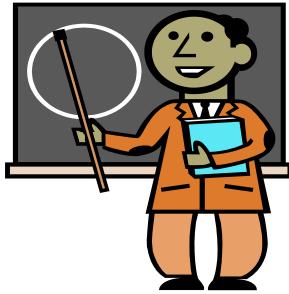


**Do not let
what you cannot do
interfere with
what you can do**



All About My New School





All about my new school



My name: _____

My new school name: _____

School address: _____

School telephone number: _____

My new Headteacher name: _____

My new contact teacher name: _____

My first day at my new school is: _____

School starts at: _____
____ am

School finishes at: _____ pm

I need to leave my home at: _____ am
to travel to school by: _____



I am looking forward to attending my new school because:

- 1 _____
- 2 _____
- 3 _____

I might need some help with:

- 1 _____
- 2 _____
- 3 _____

I really want to find out about:

- 1 _____
- 2 _____
- 3 _____

Names of other young people I know who are starting the new school at the same time:

If I am stuck with the homework, I will _____

If I forget to hand it in or lose it, I will _____

School tools and equipment are not provided by the school, so I need to take responsibility for them. I will need:

Tool	I have	I need to buy	I need to find out how to use
Pens and Pencils			
Scissors			
Ruler			
Pencil sharpener			
Highlighter pen			
Calculator			
Protractor			
Compass			
Paper and Folders			

School rules will help me to know what to do and rules make life easier for everyone.

Rules: _____

If I break a rule, I should say sorry and try not to do it again. The following might happen:



School gossip is always around. Gossip or rumour is information that is passed round many people and it is not always true. I know it is best to listen to people who know what is really happening, like a teacher or my parents.

Example of gossip I have heard:





Meeting new people will be part of starting the new school and all my classmates will be going through the same thing. I can get on with new people and make friends by doing:

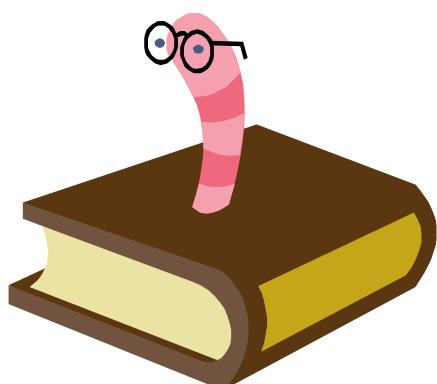
- ☺ Smile
- ☺ Tell them my name
- ☺ Ask what they are called
- ☺ Ask what things they like doing
- ☺ Tell them what you like doing
- ☺ Talk about what things we like doing that we could do together at break time or after school

If I am worried about something, I can talk to: _____



All About Me

key facts



All about me

My name:	Date of birth:
Address:	
Telephone numbers:	
Current school:	Telephone no:
Proposed school:	Telephone no:
Date of my proposed transition:	
Key people and services who know me:	
Key people in the new school:	

My personal characteristics:

My strengths:

My difficulties and challenges:

My concerns about the transition:

My parents' concerns about the transition:

My school's concerns about the transition:

Other's concerns about the transition:

What has worked for me in the Primary School:

Equipment that has worked for me in the Primary School:

Equipment that has been provided by the school/education service either should transfer with the young person or be provided in the new school.

Current and relevant documentation should be passed onto the new school, i.e. therapy reports and recommendations, IEP/Child's Plan.

Agreed ways to help me – to be put in place by Secondary School	Lead Person	Action required and Review Date
Signed by Young person: Teacher:		
Signed by Young person: Teacher:		
Signed by Young person: Teacher:		
Signed by Young person:		

Teacher:		
Agreed equipment to help me – to be put in place by Secondary School	Lead Person	Action required and Review Date
Signed by Young person: Teacher:		
Signed by Young person: Teacher:		
Signed by Young person: Teacher:		
Signed by Young person:		

Teacher:		
----------	--	--



Pen Portrait

Pen Portrait

A Pen Portrait can be used when the young person starts a new school when they are going from class to class and experience different environment set ups and teachers.

A Pen Portrait that explains the individual needs of the young person can be given to the teacher in each class at the start. The young person should also have a copy that they can give a teacher, particularly in the case of unexpected supply or cover teachers.



The example overleaf can be used or adapted as required. Laminating it is advised.

My name is:

I have a recognised condition, which means that I am challenged with motor coordination and organisation.

Place a photo of
yourself here.

I manage best when:

For copying work:

For homework:

For listening to instructions:

For arriving or leaving class:

If I have done something right or wrong:

For answering questions in class:

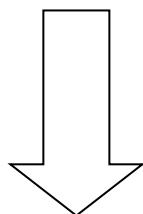
For changing for P.E.:

Signed by me:

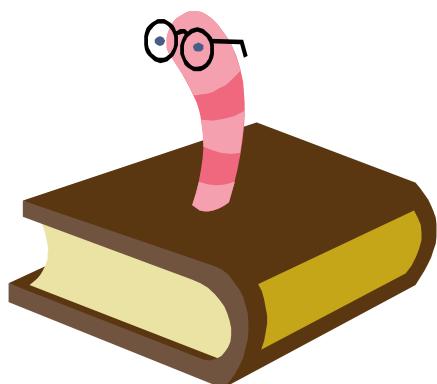
Signed by teacher:

Date:

New School??



Solutions!!



Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Pupil Support	<p>Arrange to be in the same class as friends or pupils from same primary class.</p> <p>Who will be Support Teacher/mentor/buddy?</p> <p>What is a realistic curriculum for the young person? Can it be modified?</p> <p>Where can the young person go for quiet or an 'escape' area?</p> <p>Agree communication channels between home and school, and prompt responses to avoid issues becoming major.</p>	<p>4 months before</p> <p>4 months before</p> <p>4 months before</p> <p>4 months before</p> <p>6 months before</p>		
Electronic Equipment	<p>Electronic spell checker</p> <p>Word processor. Agree with school how this will work and how the young person will learn the skills, e.g. will they have a dedicated machine, where and when will it be used, can it be taken home for homework?</p> <p>Balance out the issues of carrying it around versus keeping it in the Base.</p>	<p>4 months before</p> <p>6 months before</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Travelling to/from School	<p>Practice the route during the summer holidays if walking, or the route to where you catch the bus.</p> <p>Practice your Highway Code for crossing roads.</p> <p>Walk with a friend when starting school.</p> <p>Allow extra time than you think to arrive in time to catch the bus.</p>	<p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays</p> <p>Summer holidays and start of term</p>		
Transport of Books/PE Kit to/from School	<p>Choose a rucksack with comfortable shoulder straps, and one with some side or front compartments that can be labelled and used for specific items, e.g. pencil case, lunch. This makes it easier to find items rather than one compartment with everything mixed up together. Choose something inexpensive in case of loss.</p> <p>Have a different bag for PE/swimming kit that is always for this function (maybe different colour).</p>	<p>Summer holidays</p> <p>Summer holidays</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Looking after your Possessions	<p>Large see-through pencil case that takes a 30cm ruler is ideal. The pencil case should take the bare minimum to get through the school day, so less to drop or lose.</p> <p>Keep a spare set of pens, pencils etc. and keep pencils/crayons sharpened up every day.</p> <p>Plastic folders help keep work from getting scruffy or lost.</p> <p>Label/name everything, including PE kit and have a list of what should be in the bag that day.</p> <p>Have a money belt or travel wallet for money or lunch tickets.</p> <p>Use plastic folders/dividers to separate work.</p> <p>Organise a locker that is on one end of a row so it is easier to find and use. Ensure you have a spare key! Tape spare timetable to back of locker door (laminated).</p>	<p>Summer holidays</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Finding your way around School	<p>Visit the school when it is empty and use a map to practice finding your way around. Visit more than once.</p> <p>Use a map that is clear, and use colours to differentiate areas, e.g. science block. Laminated maps last longer and are less likely to be lost.</p> <p>Make sure there are spare maps at home, and on the wall in the school for when term starts.</p> <p>Stick with a friend or buddy to start with.</p> <p>Practice finding your way round a shopping centre in the summer holidays, work on your awareness of 'left and right'.</p>	<p>4 months before</p> <p>4 months before</p> <p>4 months before</p> <p>4 months before</p> <p>Summer holidays</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Working at School	<p>Book for memory joggers, maths tables, sequences (days, months), difficult spellings.</p> <p>Watch with an easy to set alarm.</p> <p>Visual reminders e.g. clock face and digital equivalent for important time/event.</p> <p>Visual reminders on Post-it notes, on white boards, symbols, and colour differentiation in books/subjects and on timetable. Use colours to mark 'start' and 'stop' points.</p> <p>Use alternate line when writing if work might have a few errors (white space also improves presentation).</p> <p>Using tools such as a compass or protractor. Have a ruler with a centre bar for ease of use. Have a good quality eraser. Practice at home first.</p> <p>Experiment with a range of pens and pencils – different barrels/rubber grips/yoropens for left-handers/fibre tips.</p>	<p>Summer holidays</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Working at School continued	<p>Home and Food Technology – practice using kitchen tools at home first.</p> <p>Finding pages in books – practice at home with the Yellow Pages (e.g. find a builder with a name starting with 'B').</p> <p>Sit in class facing the teacher or board and near to them. Don't sit sideways to teacher and sit up with your arms resting on the desk.</p> <p>Avoid clutter on desks. Practice in your primary school.</p> <p>Work from sequenced instructions in front on the desk rather than the board. Tick off each step as it is achieved. Talk through each step to reinforce what is next. Teacher support essential. Practice in your primary school.</p> <p>Always look back and double-check your work. Practice in your primary school.</p> <p>Book rests can help with copying work. Try out in your primary school.</p>	<p>Summer holidays</p> <p>Summer holidays</p> <p>4 months before</p> <p>4 months before</p> <p>4 months before</p> <p>4 months before</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Working at School continued	<p>Bulldog clips can help secure pages and stop them slipping.</p> <p>Date papers, pages, and handouts for ease of organisation and pre-punch holes for folders.</p> <p>Handouts from class lessons will avoid copy writing, save energy, and improve focus for learning and understanding, and for answering.</p> <p>Any instructions can be made easier to respond to if they have a visual cue or the young person has the opportunity to verbalise them back.</p> <p>Have 2 sets of texts books, 1 at home, and 1 at school (locker).</p> <p>A sloped board or A4 folder used as a sloped board for books/paper can help better posture and writing.</p> <p>Advance copy of school rules.</p>	4 months before Summer holidays 4 months before 4 months before 4 months before 4 months before 6 months before 4 months before		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Homework	<p>Homework diary filled in by teacher (and for messages as well). Homework set at the start of the lesson is usually better.</p> <ul style="list-style-type: none"> • Pages of books • Number of questions • How long should it take • When and where must it be handed in <p>Agree level of homework and whether 2 sets of texts books allowed (1 for school and 1 for home), and if an adult scribes for the young person's thoughts if they are tired.</p> <p>Break homework down into small steps and set small goals. Do one and check, and then move onto the next. Always double-check own work.</p> <p>Getting stuck with homework – have a class buddy that can be contacted about it.</p> <p>Tag on school bag that names the homework that has to be handed in. Take the tag off when homework is handed in. Use colour codes.</p>	<p>4 months before</p> <p>4 months before</p> <p>Start in P7</p> <p>Summer holidays</p> <p>4 months before</p>		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Homework continued	<p>Have one homework hand-in point in the school.</p> <p>Establish a homework routine, e.g. always do it at the same table at the same time, if possible.</p>	4 months before Start in P7		
Clothes	<p>Keep school clothes separate in a cupboard or drawer.</p> <p>Have looser or elastic fit for speed of dressing. Name label all items.</p> <p>A logo on the front of a top makes it easier to know which is the front when dressing.</p> <p>If you need to wear a tie, practice at home or use the 'cheat' method of only loosening the knot enough to pull it over your head. Alternatively, knot the tie and then insert elastic into the collar part so that it will stretch over the head.</p> <p>Change for PE or swimming at the end of a row, but away from doors or showers.</p>	Summer holidays Summer holidays Summer holidays Summer holidays Summer holidays 4 months before		

Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Lunchtime	<p>A packed lunch avoids carrying trays and hot food, queuing and busy areas. Alternatively, practice carrying a tray with food on it at home.</p> <p>Packed lunch with easy open packaging. Meet with the canteen staff so they understand what they can do to help.</p> <p>Read the timetable and remind yourself where you need to be in the afternoon and make sure you are near the classroom at the end of break.</p>	<p>4 months before</p> <p>Term-time</p> <p>Term-time</p>		

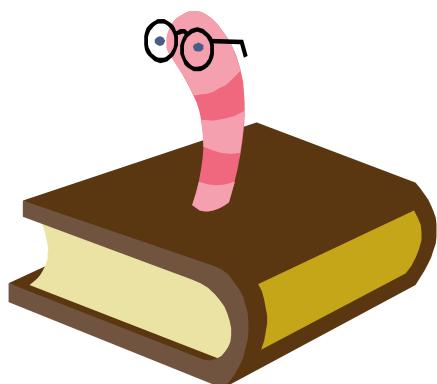
Activity	Solutions	When to organise by?	Who helps?	Completed Did it work?
Worried?	<p>Establish who to go to if there are any problems. Agree confidentially issues: what information will be shared to get the balance comfortable with the young person having an appropriate level of autonomy and responsibility, against the issues of harm.</p> <p>Establish ways to calm down and beat those anxiety times e.g. quiet space, sitting on a beanbag. It will be very much a personal choice.</p> <p>Exercise generally helps with anxiety or anger and frustration, so do something that is not necessarily competitive with others, e.g. bike riding, swimming, horse-riding, trampolining, walking.</p> <p>Praise, reward, and encouragement are very much-needed everyday, with reminders for the young person as to their strengths.</p>	6 months As soon as possible! As soon as possible! As soon as possible!		

MORNING

ROUTINE

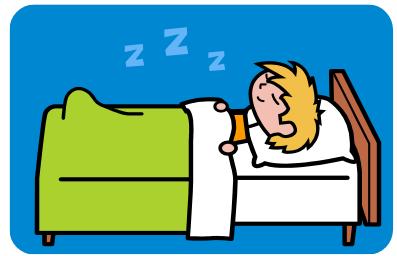


Morning and Bedtime Routines



BEDTIME

ROUTINE



Feedback Sheet

Transition from Primary to Secondary School for Children with DCD



Please write your comments here:



Thank you. Please return to:

*Support for Learning Team
Education Services
Castle Street
Dingwall
IV15 9HU*